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A Job Description of the Administrators and Classified Personnel of Monroe Public Schools

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A JOB DESCRIPTION OF THE ADMINISTRATORS
AND CLASSIFIED PERSONNEL OF
MONROE PUBLIC SCHOOLS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Gene F. Maxim
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CHAPTER I

INTRODUCTION

Statement of the problem. Through the use of a normative survey it is the intention of the writer to formulate job descriptions of administrators and classified personnel of the Monroe Public Schools. The job descriptions contain salient facts concerning the title, line of authority, primary duties, major responsibilities, and qualifications necessary to the position.

Importance of the study. There is need for formalized investigations of the total job. The terms superintendent, principal, and coordinator of transportation apparently carry many meanings in so far as the functions ascribed to each position. It is desirable to have described certain minimum requirements or standards for hiring or promoting purposes. Also when two or more departments discharge somewhat similar duties it is well to know how, when and where to fix responsibilities. Confusion is eliminated at the outset when discussion or communication takes place between departments. Common understandings are possible because of the standardization of the meaning of positions. Present job-duties, skills, responsibilities and even some personnel items will reveal

pertinent data for transfer, upgrading, or promotional purposes. The inventory data indicated in the job analysis minimizes internal tensions arising from departmental misunderstandings based on hazy notions of where authority begins and ends.

The purpose of this study is to provide the superintendent and the school board with a job description of the certified administrators and classified personnel of the Monroe Public Schools. This study is to serve as a future guide in hiring, transferring and promoting school district personnel.

Limitations of the study. The following are recognized as limitations of the study:

1. The study was limited to the Monroe Public School District 402.
2. The number of certified administrators and classified personnel responding to the questionnaire and interview method was determined by the size of the district.
3. Only heads of department of the classified personnel were utilized in the follow-up interview.
4. The limited amount of literature on the subject of job analysis in education.

Definition of terms. The following terms appear

worthy of individual clarification.

Job analysis. The basic method used to obtain salient facts about a job, involving observation of workers and conversations with those who know the job, in order to describe in detail the work involved, the conditions under which it must be performed, and qualifications necessary for the worker who must perform it (4:28).

Job classification. A classification of jobs into types and categories, with a statement of requirements for each of the jobs in terms of training, and experience necessary to perform that particular job (4:303).

Job descriptions. Statements concerning the duties, qualifications, and other factors of jobs in an industrial plant or other establishments that employs workers (16:67).

CHAPTER II

REVIEW OF THE LITERATURE

Research studies and textbooks in administration show general agreement among professional educators that every school system should have written board policies and that interest in written policies is on the increase.

The advantages in written school board policies are many. They are:

A board of education operating under a written set of policies can (1) assign responsibilities to each member of the administrative, instructional and non-instructional staff. Consequently, the competency of each staff member can be objectively determined; (2) interpret effectively the needs of the schools to community groups; (3) resist the day-to-day demands of individuals and groups who seek preferential treatment by the board; (4) devote more time to the study of current school problems and to finding satisfactory solutions; (5) maintain more wholesome and cooperative working relationships with professional and community groups interested in schools; (6) help new members to become oriented quickly to the functions of and working procedures of the board of education; (7) encourage all employees to become members of the team with each one understanding the relationship of his work to the total educational program (16:67).

In employee selection it is necessary to impart accurate occupational information to the applicant so that he will know in advance what is involved in the job and its surroundings. Such information should provide help in promoting the following areas: (1) the superintendent and the staff should be better able to perform their duties

in a business like way with a minimum of conflict, misunderstanding and friction because clear definitions of job performance will help make for efficient operation;

(2) written policy would facilitate orientation of new and/or inexperienced personnel by informing them of their duties, responsibilities, and authority and by serving as an aid to supplement the inservice training of personnel;

(3) written policy can clarify vague line of responsibility which often lead to professional conflicts among staff members as they perform their duties (20:71-73).

If the administration of an educational institution consists essentially in the making of decisions, it is important that the ways and means by which administrative decisions are made and carried out be clearly defined and understood. The various positions are charged with the primary purpose of consummating the institution's objectives. Even though the areas and lines of authority may not be definitely described, procedures, routines, channels of communication and people-at-work are concerned with the over all task of getting things done. It is here where inner tensions develop and complicate the administrative machinery; what distinctions exist between the various positions as to duties, job requirements, job relationships, and extent of authority. In order to make these distinctions clearly understood they should be written down.

It is then the purpose of this study to provide job descriptions that will eliminate some of the previously mentioned problems.

Whenever a job is studied or broken down into its varied operations, the description is generally labeled a job analysis. Three kinds of information that will aid school boards and school administrators can be obtained from the job analysis:

1. The job is described in statements presenting the characteristics, duties, and responsibilities of the particular position.
2. The job is specified in a written record of certain desirable requirements or standards preferred for a job-holder.
3. The job shows relationship to other positions. Lines of authority will be evident also (19:113-114).

CHAPTER III

PRESENTATION OF THE DATA

The first part of this chapter describes the method used in writing the job descriptions. Following is an explanation of the relationship existing between the school board, the superintendent, and the educational organization of Monroe School District 402. The balance of the chapter is the presentation of the job descriptions formulated from the normative study.

I. PROCEDURE

The normative method of research was selected after a great deal of research as to the best approach to use in this kind of study. The normative study involves the use of the questionnaire, the interview, and observation by the analyst. A sample of the questionnaire can be found in the appendix.

The superintendent of schools made an announcement to the Administrative Cabinet and the Employees' Advisory Committee as to the reason and the value to the district of the study the author was conducting. The questionnaire was then given to administrators and classified personnel in the district. Following the return of the questionnaire, interviews were conducted. The interviews were limited to

supervisors of classified personnel and administrators. Observation included not only the past school year, but included experience over the past several years by the author in Monroe Public School District 402. Through several meetings with the superintendent the format and the general guide lines for the writing of the job descriptions were established.

II. BOARD OF EDUCATION

The board of education has broad powers under the law. It may, as a board, employ and dismiss personnel, enforce rules and regulations, fix courses of study, build school buildings, and within limits of the law perform other functions of legislation and administration of the school district. In practice, however, the board ordinarily retains legislative, policy-making and judicial powers, while delegating duties of administration to the superintendent of schools (7:1).

The board of education of district 402 has accordingly delegated general administrative duties to the superintendent. These duties are outlined in the Employees' Handbook compiled by the board of education of Monroe Public School District 402.

III. LINE AND STAFF

The superintendent in turn has delegated certain functions to other administrative, supervisory or consultative positions. In so doing, he has differentiated between positions which have inherent line authority and those which have no inherent line authority, but which are essentially staff in character.

Line titles are superintendent, principals, supervisors and teachers. These positions have the authority and responsibility for putting programs into operation and carrying them out.

Staff position is responsible to a position which has line authority. Its authority is based upon professional knowledge. Frequently the people in staff positions are referred to as "idea persons." This position acts in the role of coordinator, specialist, stimulator. In rare occasions they operate with line authority. (Example: The assistant principal in the absence of the principal or the coordinator of food services when developing menus and ordering supplies.)

IV. EDUCATIONAL ORGANIZATION OF MONROE PUBLIC SCHOOLS

The educational organization of Monroe Public School

District 402 is shown in Table I. It is important that every employee study this line-staff chart so as to have a clear understanding of their position in the total organization.

The basic establishment of a line staff form of administration should not discourage the very important and often effective informal lines of communication which evolve in the day-to-day give and take of administrative organization. Nor is the procedure to restrict initiative or divergent thinking on the part of the employees.

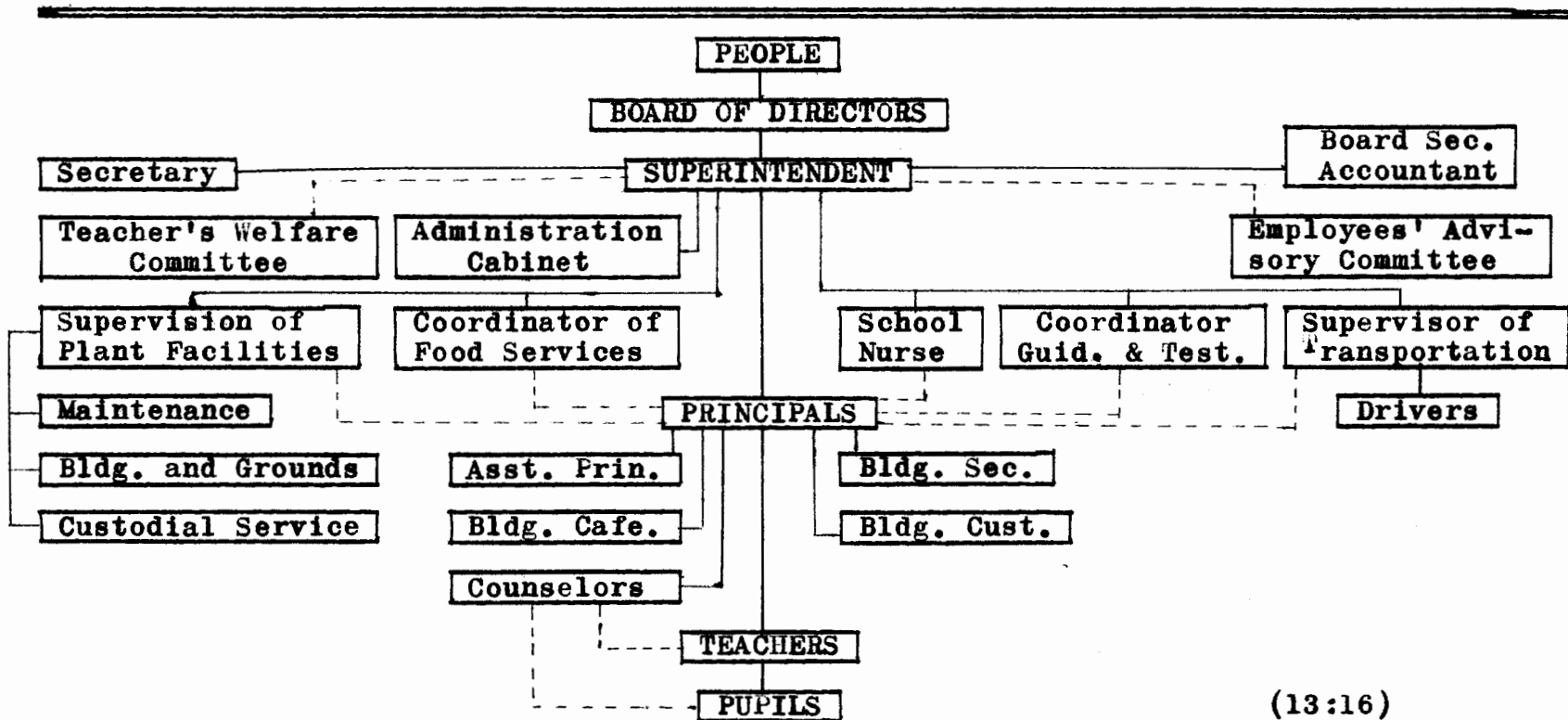
V. OTHER ORGANIZATIONS

The line-staff chart also contains other organizations, these organizations are described briefly in the following paragraphs.

Administrative Cabinet is composed of the superintendent, principals and coordinator of guidance and testing. The operation of a modern school system is a complicated affair, requiring participation by all personnel. The weekly cabinet meeting keeps the lines of communication open between the schools and the superintendent by recommending, defining and clarifying administrative procedures. It is sometimes referred to as a "sounding board" for fresh, original ideas. Through the cabinet the superintendent

TABLE I

EDUCATIONAL ORGANIZATION OF MONROE PUBLIC SCHOOLS



(13:16)

_____ Line of authority
 - - - - - Line of cooperation
 Responsibility ↑
 Authority ↓

gives encouragement to, opens doors for, and receives advice from his professional colleagues. Teamwork in the cabinet tends to develop sound judgment rather than relying on one opinionated theory.

Employees' Advisory Committee is composed of elected representatives from cafeteria employees, bus drivers, plant facilities division, school secretaries and teachers. The committee meets quarterly to discuss major policy matters that would effect personnel in all divisions of the district.

Teacher Welfare Committee is composed of elected representatives from each school in the district and the president of the local education association. The committee reviews certain aspects of school district operation effecting welfare of teachers. The major objectives of the committee are:

1. To strive for and to maintain a high level of staff morale.
2. To provide for awareness by the administrator of the district-wide difficulties of teachers.
3. To establish an attitude of equal status for teachers regardless of grade level taught.
4. To act as an inter-agent between teachers and the administration for the clarification of problems.

VI. JOB DESCRIPTIONS

The job descriptions presented here are intended to be generalized. They are to be used only as a basic guide in employing, promoting, and dismissing district personnel.

JOB DESCRIPTION

Title: Superintendent Board of Education
 Responsible to: Board of Education Superintendent
 Primary Duty: To act as the educational and business
 head of the school district.

Major Responsibilities:

1. To facilitate instruction.
2. To obtain the most competent staff available and to strive to develop that staff to the highest potential. To work with board and staff as a team to carry out the school's purpose.
3. To provide leadership in securing and managing funds and facilities to carry out a superior program of instruction.
4. To provide leadership in establishing good communication between school and the public.
5. To evaluate constantly my role as an educational leader.

Qualifications:

Education: Masters Degree; Provisional Superintendent's
 Certificate

Experience: As determined by board of education.

Work Year: As determined by board of education.

JOB DESCRIPTION

Title: Board Secretary and Superintendent
 Accountant Board Secretary
and Accountant

Responsible to: Superintendent

Primary Duty: To act as the secretary to the board of education and to perform general office tasks in assisting the superintendent of schools.

Major Responsibilities:

1. Maintain school board minutes.
2. Maintain school board records.
3. Maintain financial records.
4. Send financial reports to the state.
5. Send educational reports to the state.
6. Perform tasks assigned by the superintendent of schools.

Qualifications:

Education: High school graduate.

Experience: Related field experience.

Work Year: As determined by board of education.

JOB DESCRIPTION

Title: Principals (all) Superintendent

Responsible to: Superintendent Principals (all)

Primary Duty: To act as the agent for the superintendent in the coordination, planning, facilitation, and education of the school program.

Major Responsibilities:

1. Is responsible for the supervision of instruction in his school or schools.
2. Is responsible for the administration of school operation in his school or schools.
3. Is responsible for the evaluation of teachers.
4. Is responsible for the administering and enforcing of policies, rules and regulations.
5. Is responsible for maintaining good public relations.
6. Performs such other duties as may be assigned by the superintendent.

Qualifications:

Education: Masters Degree, Provisional Principal's Certificate.

Experience: Minimum of five years of teaching.

Work Year: Eleven months for secondary principal.

Ten months for elementary principal.

Vacation period to be the month of July.

JOB DESCRIPTION

Title: Assistant Principal Building Principal

Responsible to: Building Principal Assistant Principal

Primary Duty: To assist the building principal in the coordination, planning, facilitation, and evaluation of the school program.

Major Responsibility:

1. Is responsible for the pupil personnel program of the school including assignment, scheduling, attendance, activities, and discipline.
2. Performs duties of office management and report development as assigned by principal.
3. Assisting teachers in carrying out various rules and regulations of the school.
4. Performs such duties as may be assigned by the principal and the superintendent of schools.

Qualifications:

Education: Provisional Principal's Certificate.

Experience: Minimum of three years of teaching.

Work Year: Ten months. Two weeks before and two weeks after the regular school year.

JOB DESCRIPTION

Title: Building Secretary(all) Building Principal

Responsible To: Building Principal Building Secretary

Primary Duty: To perform general office tasks and minor administrative duties to assist the principal and assistant principal.

Major Responsibilities:

1. Ordering supplies after principal has approved order.
2. Prepare reports, keep records and do general filing.
3. Do general office and clerical work such as typing and stenographic work.
4. Answering student questions and the telephone.
5. Collect school money and do school banking.
6. Mail sorting and distribution.
7. Perform such other duties as may be assigned by the building principal.

Qualifications:

Education: High school graduate. Take a general ability test, a Civil Service typing test and a stenography test.

Experience: Related field experience.

Work Year: Nine and one-half months. One week before
and one week after the regular school
year.

JOB DESCRIPTION

Title: Coordinator of Guidance and Testing

Superintendent
Coordinator of Guidance and Testing

Responsible To: Superintendent

Primary Duty: To assume leadership in the coordination, planning, facilitation and evaluation of the school guidance and testing program.

Major Responsibilities:

1. Is responsible for organizing, administering and interpreting guidance and testing results.
2. Conducts inservice training programs.
3. Is responsible for providing scholarship information.
4. Is responsible for keeping necessary records and producing statistical reports as are needed by local school district, state and federal government.
5. Aid students in determining post high school education or vocation.
6. Performs such other duties as may be assigned by the superintendent.

Qualifications:

Education: Masters Degree with major in Guidance and Counseling.

Experience: Minimum of three years of teaching and two years as counselor or dean.

Work Year: Ten months. Two weeks before and two weeks after school.

JOB DESCRIPTION

Title: Counselors

Principal

Responsible To: Building Principal

Counselor

Primary Duty: To actively carry out the guidance and
counseling program of the district.

Major Responsibilities:

1. Carries out the program of guidance and counseling in their school.
2. Keep parents informed of pupils' progress and enlists their cooperation and help with any and all problems of students in which they can give assistance.
3. Performs such other duties as may be assigned by the superintendent.

Qualifications:

Education: Teaching Certificate

Experience: Minimum of two years teaching.

Work Year: As determined by board of education.

JOB DESCRIPTION

Title: School Nurse

Superintendent

Responsible To: Superintendent

School Nurse

Primary Duty: To protect and promote the physical and mental health and safety of all students and staff.

Major Responsibilities:

1. To carry out specific school health policies put into effect with the understanding, consent, and action of the superintendent.
2. A cooperative, working relationship with all school personnel and community-wide school health committees.
3. A complete follow-up and interpretation of the student's health needs to parents and teachers.
4. Make home visits and act as an effective liaison between home and school or community and school.
5. Keep student health records.
6. Provide reports pertaining to health services within the school districts to the superintendent.
7. Perform such other duties as may be

assigned by the superintendent.

Qualifications:

Education: Graduate of an approved school of nursing
and a registered nurse.

Experience: Three years in related fields.

Work Year: Nine and one-half months. One week before
school opens and one week at the close
of school.

JOB DESCRIPTION

Title: Supervisor of Plant
Facilities

Superintendent

Supervisor of Plant Facilities

Responsible To: Superintendent

Primary Duty: To have general supervision in the coordination, planning, facilitation, and evaluation of the school district's plant facilities.

Major Responsibilities:

1. Has general and operational supervision over all plant facilities programs.
2. Supervises the activities of maintenance, buildings and grounds and custodial services.
3. Inspects all buildings and reviews plans of new buildings to plan and authorize maintenance programs, and to assure compliance with fire, safety and health codes.
4. Budget planning and quality control of central purchases.
5. Performs such other duties as may be assigned by the superintendent.

Qualifications:

Education: High school.

Experience: Five years in related fields.

Work Year: Twelve months. Vacations in accordance
with board policy.

JOB DESCRIPTION

Title: Grounds Keeper

Supervisor of Plant Facilities

Responsible To: Supervisor of

Grounds Keeper

Plant Facilities

Primary Duty: Has responsibility for the planning, care,
and evaluation of school district grounds.

Major Responsibilities:

1. Proper care and upkeep of school district grounds.
2. Delivering supplies to schools in district.
3. Performs such tasks as assigned by supervisor of plant facilities.

Qualifications:

Education: High school.

Experience: In related fields.

Work Year: Twelve months. Vacations in accordance with board policy.

JOB DESCRIPTION

Title: Maintenance Worker

Supervisor of Plant Facilities

Responsible To: Supervisor of Plant
Facilities

Maintenance Worker

Primary Duty: Has responsibility for the planning, care,
and evaluation of school district main-
tenance programs.

Major Responsibilities:

1. To repair and/or replace worn out
district equipment.
2. To evaluate and facilitate the proper
operation of district equipment.
3. Performs such other duties as may be
assigned by the supervisor of plant
facilities.

Qualifications:

Education: High school.

Experience: In related fields.

Work Year: Twelve months. Vacations in accordance
with board policy.

JOB DESCRIPTION

Title: Building Custodian Supervisor of
Plant Facilities

Responsible To: Supervisor of Plant Building Custodian
Facilities and
Building Principal.

Primary Duty: Has responsibility for the care and custody of the school building, equipment, and supplies, for keeping the building ready for community use and in condition to safeguard the health of pupils and teachers, and for maintaining the external conditions necessary for effective learning.

Major Responsibilities:

1. Cleaning of the building.
2. Repair and replacement of minor broken or worn out objects.
3. Plant operation.
4. Miscellaneous responsibilities.
5. Supervision and inspection of the school plant.
6. Performs such other duties as may be assigned by the superintendent, supervisor of plant facilities or the building principal.

Qualifications:

Education: High school graduate.

Experience: In related fields.

Work Year: Twelve months. Vacations in accordance with
board policy.

JOB DESCRIPTION

Title: Coordinator of Food

Superintendent

Services

Coordinator of Food Services

Responsible To: Superintendent

Primary Duty: To assume leadership in the coordination, planning, facilitation and evaluation of the schools' food services.

Major Responsibilities:

1. Prepares menus.
2. Supervises the purchasing, supply and financial planning of the food services.
3. Performs such other duties as may be assigned by the superintendent.

Qualifications:

Education: High school.

Experience: Five years in related fields.

Work Year: Two weeks prior to opening of school and one week after close of school.

JOB DESCRIPTION

Title: Building Cafeteria Worker

Principal

Responsible To: Building Principal and
Coordinator of Food
Services.

Building Cafe-
teria Worker

Primary Duty: Has responsibility for carrying out the policies as set up by the coordinator of food services in cooperation with the building principal.

Major Responsibilities:

1. To prepare food as specified by the school menu.
2. To maintain a clean and healthful cafeteria.
3. Performs such other duties as may be assigned by the coordinator of food services.

Qualifications:

Education: High school.

Experience: In related fields.

Work Year: As determined by board of education.

JOB DESCRIPTION

Title: Supervisor of Transportation Superintendent

Responsible To: Superintendent Supervisor of
Transportation

Primary Duty: To have general supervision in
the coordination, scheduling, facilitation,
and evaluation of the school district's
transportation system.

Major Responsibilities:

1. Has general and operational supervision over all the transportation system.
2. Supervises the purchasing, supply and financial planning of the transportation system.
3. Is responsible for the repair and maintenance of all district owned vehicles.
4. Set up in-service training for drivers.
5. Performs such other duties as may be assigned by the superintendent.

Qualifications:

Education: High School.

Experience: Five years in related fields. Holder of school bus driver's license.

Work Year: Twelve months. Vacation in accordance with board policy.

JOB DESCRIPTION

Title: Bus Drivers

Supervisor of Transportation

Responsible To: Supervisor of
Transportation

Bus Drivers

Primary Duty: Operate school buses to facilitate the
transportation of children to and from
school.

Major Responsibilities:

1. Provide safe transportation for school children.
2. Maintain order and discipline on buses.
3. Exhibit safe driving habits.
4. Proper care of equipment.
5. Performs such other tasks as assigned by supervisor of transportation.

Qualifications:

Education: High school, state requirements, First Aid
Certificate.

Experience: In related fields.

Work Year: School year.

From research the normative study appeared to be the best method to use in formulating job descriptions. The relationship of the school board, the superintendent and the line-staff chart was presented to show the position of job descriptions in light of the entire organization. The job descriptions represent the central focus of the thesis.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

It is important that school boards have written policies so that the superintendent and his staff may perform their duties in a business like manner with a minimum of conflict, misunderstanding, and friction. Clear definitions of job performance makes for a more efficient operation. Written policy facilitates orientation of new and/or inexperienced personnel by informing them of their duties, responsibilities, and authority and by acting as an aid to supplement the in-service training of district personnel. As staff members perform their duties written policies can clarify vague lines of responsibility which might lead to professional conflicts, thus promoting staff morale.

Research shows that there has been only a limited amount of work done by school boards in the area of job descriptions, however, there appears to be a good deal of interest shown by educators in this subject.

This study has been carried out through the use of the normative approach, that is by the use of the questionnaire, the interview, and observation by the author within

the Monroe School District.

II. CONCLUSIONS

There may be limitations in using this procedure due to the size of the school district and to the experience of the author. Job descriptions formulated by this study are in some instances desired goals and not necessarily applicable to present conditions. They are established in hope that future training, promotion or vacancies will provide the means for moving closer to desired goals.

III. RECOMMENDATIONS

It is necessary that school boards try to evaluate established policies. A school board, through its superintendent, should follow-up the results of the application of the job descriptions. Future evaluation should determine whether or not they are being applied as intended and if so applied, whether or not the results are as anticipated.

The board must then determine if they wish to continue, modify or repeal the policy. It is well to point out that policies will vary according to the concept of organization of each particular school district. The size of a school district will bear heavily on the function and organization of line and staff positions.

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Following the evaluation period a job analysis should be undertaken. This will provide a more detailed report of the specific duties of the various positions described in the job descriptions. The person holding the position will be better informed as to his specific responsibilities.

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APPENDIX A

JOB DESCRIPTION

In order to carry out a job description of the certified administrators and classified personnel of the Monroe School District it is imperative that the following information be completed. I will follow up this report at a later date with a personal interview. Your help in this matter is greatly appreciated.

1. List the five items you consider to be of most importance in carrying out the duties of your position.

2. List the five items you consider to be of least importance in carrying out the duties of your position.

3. Tell what you feel your position is in relation to the total line and staff organization. (Explain in detail)

4. Please make out a daily time schedule of your activities; this should be for a one week period, Monday through Friday.

APPENDIX B

QUESTIONNAIRE
 Monroe School District
 Time Analysis 1963-64

ADMINISTRATORS

1*	2*	
		A. Attendance
		B. Buildings and Grounds
		C. Curriculum
		D. Finance
		E. General Control
		F. Equipment Maintenance
		G. Instructional Supplies
		H. Public Relations
		I. Pupil Personnel
		J. Teacher Personnel
		K. Tests and Records

1.* List in column one the approximate per-cent of the total time in a typical school year that you actually spend on each of the above duties.

2.* List in column two the approximate per-cent of time you would spend if conditions were ideal.